

POLICY

Any residential juvenile justice facility that provides educational services must refer any youth experiencing academic or adjustment difficulties to a student support team (SST) and provide intensive instructional intervention(s) to address the student's needs.

PURPOSE

To ensure that each youth experiencing academic or adjustment difficulties is appropriately referred for services.

DEFINITIONS

See [JRG, JJ Residential Glossary](#).

**RESPONSIBLE
PARTY**

Facility director or designee.

**ACTIONS PRIOR TO
REQUESTING A
STUDENT SUPPORT
TEAM**

Prior to requesting a student support team, the youth's teacher or another assigned staff member must meet with the youth to explore the presenting problem, the youth's school history, and previous interventions.

The teacher or other designated staff must consult with the youth's parent(s)/legal guardian and seek their input regarding the problem.

If the problem persists, the youth must be referred for SST services.

Any youth, parent/legal guardian, teacher, or facility staff may request services. Services may be requested verbally or by submitting a DHS-4310-BJJ, Student Study Team Referral Form, to the facility director or designee.

Within three school days of receipt of the request, the facility director or designee must appoint the team and its chairperson.

STUDENT SUPPORT TEAM RESPONSIBILITIES

The SST must assist the youth's teachers in planning and executing intervention strategies to resolve the learning and/or behavior problem. The team must:

- Document its activities on the referral form.
- Review the youth's work samples, teacher observations, documentation of youth's strengths and weaknesses, and other relevant information.
- Delineate the problem in measurable terms.
- Develop the intervention plan. Prior to implementing an intervention, review the plan with the youth and the parent/legal guardian. Provide the youth and the parent/legal guardian with an opportunity to provide input in assessing the plan. Input may be obtained by telephone, certified mail, personal visit, or actual meeting attendance.
- Meet at least weekly to review the effectiveness of interventions and monitor the youth's progress. A quorum of three members must be present to validate decisions made in the team meeting. Progress notes must be documented on the referral form.

Note: In cases where parental rights have been terminated or no parent/legal guardian can be located after reasonable documented efforts to make contact, see [JRM 421, Appointment and Training of Surrogate Parents](#).

The team chairperson must assign a team member to work closely with the classroom teachers, assist in executing the intervention plan, and monitor the youth's progress.

The team chairperson must prepare the team written report including documentation of the problems and interventions on the referral form.

Interventions must normally be completed within 30 school days and the team report submitted to the facility director or designee. A copy of the report must be filed in the youth's school file. The facility director may approve continuation of interventions for up to 60

additional school days. Written reports must be completed at each 30 school day interval.

The team chairperson must review each report with the parent/legal guardian and the youth. The parent/legal guardian must receive a copy of the report within five school days after the team meets to complete the report.

If intervention strategies are unsuccessful, the facility director or designee must refer the youth for special education or Section 504 services.

The chairperson or designee must enter the team report in the juvenile justice information system and file a copy in the youth's school file.

AUTHORITY

Individuals With Disabilities Education Improvement Act of 2004, 20 USC 1400 et seq.

Michigan Department of Education Administrative Rules for Special Education.